

Clifton Primary School
Special Educational Needs and Disabilities (SEND) Information Report 2026 - 2027
Supporting Every Child to Thrive

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Our SEND Vision

Every Child. Every Opportunity. Every Success.

At Clifton Primary School, we believe that every child has the right to feel valued, included and successful.

We are committed to creating an inclusive, nurturing and ambitious learning environment where every child, regardless of their individual strengths, needs or disabilities, is supported to participate fully in every aspect of school life and achieve their full potential. We recognise that every child is unique, learns differently and deserves the opportunity to thrive.

High-quality adaptive teaching is at the heart of our provision, enabling all pupils, including those with Special Educational Needs and Disabilities (SEND), to access a broad, balanced and ambitious curriculum alongside their peers. Where additional support is needed, we work closely with pupils, parents and carers, and external professionals to identify barriers to learning and provide personalised support that enables every child to achieve the best possible outcomes.

We believe that inclusion is everyone's responsibility. Every teacher is a teacher of every child, and through strong partnerships with families and collaboration with external professionals, we ensure that pupils with SEND are supported to achieve academically, socially and emotionally, while developing the confidence, independence and resilience to thrive both in school and beyond.

At Clifton Primary School, inclusion is not an additional provision—it is the foundation of everything we do.

Introduction

Working together to support every child.

This SEND Information Report explains how Clifton Primary School identifies, supports and reviews pupils with Special Educational Needs and Disabilities (SEND).

It provides information for parents, carers and families about the support and provision available within our school, how we work in partnership with families and external professionals, and what you can expect if your child requires additional support.

We believe that strong partnerships between home and school are essential to ensuring the best possible outcomes for every child. By working together, we can provide the support each pupil needs to achieve their full potential and enjoy a positive, successful experience at school.

This report should be read alongside our:

- SEND Policy
- Accessibility Plan
- Equality Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Ealing Local Offer

Common Abbreviations

Helping you understand the language used throughout this report.

Throughout this report, we use a number of abbreviations that are commonly used within education and SEND. The table below explains what they mean.

Areas of SEND:

Abbreviation	Meaning
COG & LEARN	Cognition and Learning
COM/LANG	Communication and Interaction
PHY/SENS	Physical and/or Sensory Needs
SEMH	Social, Emotional and Mental Health

Common SEND Terms:

Abbreviation	Meaning
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs Coordinator
EHCP	Education, Health and Care Plan
ERSA	Ealing Request for Statutory Assessment
APDR	Assess, Plan, Do, Review (Graduated Approach)
QFT	Quality First Teaching

Professionals and Support Services:

Abbreviation	Meaning
SALT	Speech and Language Therapy
OT	Occupational Therapy
CAMHS	Child and Adolescent Mental Health Services
LSA	Learning Support Assistant
HLTA	Higher Level Teaching Assistant

Please don't worry if you're unfamiliar with some of these terms. Our staff will always explain any terminology used and are happy to answer any questions you may have.

Our Inclusive Approach

Creating a school where every child belongs.

At Clifton Primary School, inclusion is at the heart of everything we do. We believe that every child should feel welcomed, valued and supported to achieve their full potential, regardless of their individual strengths, needs or disabilities.

Our approach to SEND is built upon five key principles:

Early Identification

We identify children's strengths and needs as early as possible so that appropriate support can be put in place promptly and barriers to learning are minimised.

High-Quality Adaptive Teaching

High-quality adaptive teaching is the foundation of our SEND provision. Every teacher is a teacher of every child and is responsible for adapting learning to meet the needs of all pupils.

Working in Partnership

We work collaboratively with pupils, parents, carers and external professionals to ensure that support is personalised, effective and regularly reviewed.

Removing Barriers to Learning

We make reasonable adjustments and provide appropriate support so that every child can access learning, participate fully in school life and experience success alongside their peers.

Continuous Reflection and Improvement

We regularly review the impact of our provision, listen to the views of pupils and families, and continually develop our practice to ensure the best possible outcomes for every child.

Our Commitment

We are committed to creating a school where:

- every child feels safe, valued and included;
- every child is encouraged to be independent and confident;
- every family is listened to and supported;
- every barrier to learning is recognised and addressed; and
- every pupil is given the opportunity to thrive.

Support Available for Every Child

High-quality teaching and inclusive support for all pupils.

At Clifton Primary School, we believe that every child benefits from high-quality teaching within an inclusive learning environment. Before a child is identified as requiring SEND Support, teachers provide a wide range of strategies, adaptations and reasonable adjustments to meet individual needs and remove barriers to learning. This is known as **Ordinarily Available Provision**.

Every class is unique and teachers use their professional knowledge and understanding of their pupils to adapt teaching, learning and the classroom environment. The support provided will vary according to the needs of the children within each class and may include:

High-Quality Adaptive Teaching

- Adapting teaching to meet the needs of all learners.
- Carefully scaffolded learning and modelling.
- Flexible grouping and collaborative learning opportunities.
- Pre-teaching and revisiting key vocabulary and concepts.
- Retrieval practice to strengthen understanding and retention.
- Use of concrete, pictorial and practical resources where appropriate.
- Breaking learning into manageable steps.
- Opportunities for overlearning, repetition and additional practice.

Communication and Interaction

- Visual timetables and Now and Next boards.
- Widgit and Communicate in Print resources.
- Colourful Semantics.
- Sentence stems and visual prompts.
- Makaton, where appropriate.
- Adapted instructions and simplified language where needed.

Emotional Wellbeing and Regulation

- Positive relationships with trusted adults.
- Zones of Regulation to support emotional awareness and self-regulation.
- Opportunities for movement and sensory regulation where appropriate.
- Calm spaces to support emotional regulation.
- Consistent routines and clear expectations.

Assistive Technology and Resources

- Immersive Reader and accessibility tools.
- Reading pens and adapted reading materials where appropriate.
- Technology to support communication, recording or accessing learning.
- Adapted classroom resources to improve accessibility.

Inclusion and Participation

- Reasonable adjustments to enable pupils to participate fully.
- Inclusive educational visits, enrichment opportunities and extracurricular activities.

- Personalised adaptations to learning and the classroom environment where appropriate.
- Strong partnerships between school, families and external professionals.

The Nest

For some pupils, short-term or targeted support may be provided within The Nest, our specialist nurturing provision.

The Nest provides a calm, structured environment where pupils can receive personalised support to develop communication, emotional regulation, independence and readiness for learning, to support their successful participation within their mainstream classroom

Support within The Nest is flexible and tailored to individual need. The aim is always to build confidence, remove barriers to learning and enable pupils to participate as fully as possible in the wider life of the school.

Most pupils make good progress through this universal provision. Where a pupil requires support that is **additional to or different from** this ordinarily available provision, the school will work in partnership with parents and carers to consider whether SEND Support is appropriate through the graduated approach.

Sometimes a child who has very complex needs is happier and makes better progress in a more specialist school or resource provision. As a school, we do not have the power to make this decision, although we can give advice. It would be a decision made by parents/ carers and the young person with SEND, with advice from professionals involved, usually within an Education, Health and Care Plan meeting.

The Four Areas of SEND

Understanding the different ways children may need support.

Children with Special Educational Needs and Disabilities (SEND) may experience barriers to learning in different ways.

The SEND Code of Practice: 0 to 25 years (2015) identifies four broad areas of Special Educational Needs and Disabilities (SEND). These areas help schools to understand a child's strengths and needs and to plan appropriate support. Some children may have needs in more than one area, and their needs may change over time.

The descriptions below provide examples of the types of needs that children may experience and are not intended to be an exhaustive list.

Area of Need	Examples
Cognition and Learning (COG & LEARN)	Pupils may experience difficulties with learning, memory, processing information, reasoning, organisation, literacy, numeracy or problem solving. This may include specific learning difficulties such as dyslexia, dyscalculia or dyspraxia, as well as moderate, severe or profound learning difficulties.
Communication and Interaction (COM/LANG)	Pupils may have difficulties with speech, language or communication, including understanding and using language, social communication, conversation skills or interaction with others. This includes pupils with Autism Spectrum Condition (ASC).
Physical and/or Sensory Needs (PHY/SENS)	Pupils may have a physical disability, sensory impairment or medical condition that affects their ability to access learning. This may include hearing or visual impairment, sensory processing differences, physical disabilities or long-term medical conditions.

Social, Emotional and Mental Health (SEMH)	Pupils may experience difficulties managing their emotions, behaviour or mental wellbeing. They may find it challenging to build relationships, regulate emotions, cope with anxiety or respond appropriately in different situations. This may include conditions such as anxiety, attachment difficulties or other social, emotional or mental health needs.
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Our Commitment to Every Child

At Clifton Primary School, we recognise that every child is unique. We assess each pupil as an individual and plan support based on their strengths, needs and aspirations rather than solely on a diagnosis or category of need.

We are committed to working in partnership with pupils, parents, carers and external professionals to ensure that support is personalised, regularly reviewed and enables every child to participate fully in school life and achieve their full potential.

Frequently Asked Questions

Who can I talk to about my child's needs?

We're here to help and work in partnership with you.

If you have any questions or concerns about your child's learning, development or wellbeing, we encourage you to speak to us as early as possible. Many concerns can be resolved quickly through open communication and early support.

There are a number of staff who may be involved in supporting your child, depending on their individual needs.

Who?	How they can help
Class Teacher	Your child's class teacher is usually the first point of contact. They know your child best on a day-to-day basis and can discuss progress, wellbeing and any concerns you may have.
SENDCo	The SENDCo works closely with teachers, parents and external professionals to coordinate SEND provision, provide advice and monitor the progress of pupils with SEND.
Headteacher	The Headteacher has overall responsibility for ensuring high-quality SEND provision across the school and promoting an inclusive learning environment.
Learning Support Assistants (LSAs) and Higher Level Teaching Assistants (HLTAs)	Support pupils within the classroom and through targeted provision under the direction of the class teacher.
External Professionals	Where appropriate, the school works with professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists and other specialist services to support pupils' individual needs.

We encourage parents and carers to contact us as soon as they have a concern, no matter how small it may seem. Early conversations often help us put support in place quickly and effectively.

If you are unsure who to speak to, please contact the school office and a member of staff will be happy to direct you to the most appropriate person.

Who will explain what is happening and how my child is doing?

Keeping you informed every step of the way.

We believe that regular communication between home and school is essential to ensuring the best possible outcomes for every child.

Your child's **class teacher** will usually be your main point of contact and will keep you informed about your child's progress, the support they are receiving and any next steps. They will be happy to discuss any questions or concerns you may have throughout the year.

If your child is receiving SEND Support, the class teacher will work closely with the **SENDCo** to monitor progress, review the effectiveness of support and make any necessary adjustments.

Parents and carers will have opportunities to discuss their child's progress through:

- Parents' Evenings
- SEND review meetings, where appropriate
- Education, Health and Care Plan (EHCP) Annual Reviews (for pupils with an EHCP)
- Meetings with the class teacher and/or SENDCo, where required
- Informal conversations, telephone calls or emails, as appropriate

Where external professionals are involved in supporting your child, we will share relevant advice and recommendations with you and work together to agree the most appropriate next steps.

We encourage parents and carers to contact the school whenever they have questions or concerns. We value open communication and believe that working together enables us to provide the best possible support for every child.

How will my child's needs be identified?

Recognising strengths, identifying needs and providing support at the earliest opportunity.

At Clifton Primary School, we are committed to identifying pupils' strengths and needs as early as possible so that appropriate support can be put in place promptly. We recognise that every child develops at their own pace and that children may require additional support at different stages of their education.

A child's needs may be identified before they join our school or at any point during their time with us.

Before your child starts at Clifton Primary School

As soon as we know that your child will be joining our school, we begin gathering information to help us plan for a successful transition. This may include:

- Liaising with previous schools, nurseries or educational settings.
- Meeting with parents and carers.
- Home visits, where appropriate.
- Reviewing reports from external professionals.
- Reading previous SEND records or Education, Health and Care Plans (EHCPs).
- Planning any reasonable adjustments or additional support that may be required.

During your child's time at school

Children's needs may become apparent at any stage of their education. We use a range of information to build a full picture of each child's strengths and needs, including:

Information from pupils

We encourage children to share their thoughts, feelings and experiences through:

- Pupil voice activities.
- Everyday conversations with trusted adults.
- Classroom discussions.

- Reflection activities.
- Wellbeing and pastoral support, where appropriate.

Information from parents and carers

Parents and carers know their children best, and we value the information they share. Concerns may be raised through:

- Informal conversations with school staff.
- Parents' Evenings.
- Meetings with the class teacher or SENDCo.
- Information shared from medical or external professionals.

Information from school staff

Teachers continually assess pupils' learning and development. They may identify concerns through:

- Daily classroom observations.
- Ongoing assessment.
- Pupil progress meetings.
- Discussions with support staff.
- Behaviour, attendance and wellbeing records.
- Advice from external professionals, where appropriate.

If concerns are identified, the class teacher will discuss these with parents or carers and the SENDCo. Together, we will decide on the most appropriate next steps and, where necessary, begin the graduated approach to assess, plan, implement and review additional support.

How does Clifton Primary School work in partnership with parents and carers?

Working together to achieve the very best outcomes for every child.

At Clifton Primary School, we believe that parents and carers are the experts on their child. We value the knowledge, experiences and insights that families bring and recognise that strong partnerships between home and school are essential in helping every child to thrive.

We are committed to working collaboratively with parents and carers throughout their child's journey by:

- Listening to parents' views and involving them in decisions about their child's education and support.
- Sharing information about progress, achievements and next steps through regular communication and review meetings.
- Working together to agree appropriate outcomes and strategies to support learning both at school and at home.
- Providing opportunities to meet with the class teacher, SENDCo and other members of staff whenever appropriate.
- Carrying out home visits where appropriate to support transitions, strengthen relationships with families and gain a better understanding of a child's individual needs.
- Inviting parents and carers to attend SEND review meetings and Education, Health and Care Plan (EHCP) Annual Reviews.
- Working closely with external professionals and ensuring parents and carers are fully involved in discussions, planning and reviewing support.
- Supporting parents and carers to access additional services, advice and external agencies where appropriate.

Where children are supported by external professionals, we work together to ensure that recommendations are understood, implemented and reviewed, enabling a consistent approach between home and school wherever possible.

We understand that every family's circumstances are different and are committed to providing a welcoming, supportive environment where parents and carers feel listened to, respected and valued as partners in their child's education.

How do you support pupils with physical disabilities or medical needs?

Providing safe, inclusive and personalised support.

At Clifton Primary School, we are committed to ensuring that pupils with physical disabilities and medical conditions are fully included in all aspects of school life. We work closely with parents, carers, healthcare professionals and external agencies to ensure that pupils receive the support they need to access learning, participate in school activities and achieve their full potential.

Support is planned around each child's individual needs and may include:

- Reasonable adjustments to teaching, learning and the school environment.
- Adaptations to resources, equipment and classroom organisation.
- Individual risk assessments where appropriate.
- Specialist equipment or resources to promote independence and access to learning.
- Staff training to ensure pupils' medical needs are supported safely and effectively.

Where appropriate, an **Individual Healthcare Plan (IHP)** is developed in partnership with parents, carers and healthcare professionals. These plans outline the support a pupil requires, including medication, emergency procedures, reasonable adjustments and any necessary staff training.

Medication is administered in accordance with the school's **Supporting Pupils with Medical Conditions Policy** and only with written parental consent.

We are committed to ensuring that pupils with physical disabilities and medical conditions can participate fully in all aspects of school life, including educational visits, physical education, extracurricular activities and enrichment opportunities. Where necessary, reasonable adjustments are made to enable pupils to access these experiences safely and successfully.

Further information can be found in the school's:

- Supporting Pupils with Medical Conditions Policy
- Accessibility Plan
- Intimate Care Policy

How are the school's resources allocated to meet children's needs?

Making the best use of resources to support every child.

At Clifton Primary School, we are committed to using our resources effectively to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), receive the support they need to achieve their full potential.

The Headteacher, SENDCo and Governing Body work together to ensure that staffing, specialist resources, training and funding are allocated fairly and strategically to meet the needs of pupils across the school.

Resources are allocated based on a range of factors, including:

- the individual strengths and needs of pupils;
- ongoing assessment and monitoring;
- advice from the SENDCo and external professionals, where appropriate;
- the impact of current provision; and
- the changing needs of pupils across the school.

Resources may include:

- high-quality adaptive teaching;
- targeted interventions;

- Learning Support Assistant (LSA) or Higher Level Teaching Assistant (HLTA) support, where appropriate;
- specialist equipment or resources;
- assistive technology;
- staff training and professional development; and
- commissioned support from external professionals and specialist services.

The effectiveness of SEND provision is reviewed regularly through pupil progress meetings, provision reviews and ongoing monitoring. This enables us to ensure that resources continue to be used effectively and are adapted where pupils' needs change.

Where a pupil has significant or complex needs that cannot reasonably be met through the school's available resources, we may work in partnership with parents and carers to submit an **Ealing Request for Statutory Assessment (ERSA)**. If an **Education, Health and Care Plan (EHCP)** is issued, any additional funding received is used to deliver the provision identified within the plan.

How are decisions made about how much support and what type of support my child will receive?

Providing the right support at the right time.

At Clifton Primary School, we recognise that every child is unique. Decisions about the type and level of support a child receives are based on their individual strengths, needs and progress, rather than on a diagnosis or category of SEND.

The class teacher is responsible for the progress and development of every pupil in their class and works closely with the SENDCo to identify, plan and review appropriate support.

When making decisions about the support a child receives, we consider a range of information, including:

- Ongoing classroom assessment and observations.
- Progress and attainment.
- The views of the pupil.
- Information shared by parents and carers.
- Advice from external professionals, where appropriate.
- The impact of any support or interventions already in place.

Support is planned using the **Assess, Plan, Do, Review (APDR)** graduated approach, ensuring that provision is personalised, regularly reviewed and adapted in response to a child's changing needs.

The support provided will always be tailored to the individual pupil and may include:

- High-quality adaptive teaching within the classroom.
- Reasonable adjustments to teaching and learning.
- Targeted interventions.
- Additional adult support, where appropriate.
- Specialist resources or assistive technology.
- Advice or involvement from external professionals.

Parents and carers are involved throughout this process and are encouraged to contribute their views when decisions are made about the support their child receives. We believe that working in partnership enables us to provide the most effective support and achieve the best possible outcomes for every child.

How does Clifton Primary School enable children with SEND to make decisions about their education?

Listening to every child's voice.

At Clifton Primary School, we believe that children should be actively involved in decisions about their education and the support they receive. We recognise that every child has their own strengths, interests, aspirations and views, and we are committed to ensuring that their voice is heard.

We encourage pupils with SEND to share their thoughts, opinions and experiences in a way that is appropriate to their age, stage of development and individual communication needs.

Children may contribute to decisions about their education through:

- Everyday conversations with their class teacher and other trusted adults.
- Pupil voice activities and discussions.
- Reflecting on their learning and celebrating their achievements.
- Sharing their views during SEND review meetings, where appropriate.
- Contributing to Education, Health and Care Plan (EHCP) Annual Reviews.
- Working towards personal targets and discussing the support that helps them to succeed.

We recognise that children communicate in different ways. Where appropriate, we use visual supports, symbols, photographs, communication aids or support from familiar adults to help pupils express their views and participate meaningfully in discussions about their education.

We believe that involving pupils in decisions about their learning helps to develop confidence, independence and self-advocacy, while ensuring that the support they receive reflects their individual strengths, needs and aspirations.

How do you assess and review the progress of children with SEND?

Monitoring progress and adapting support to help every child succeed.

At Clifton Primary School, we regularly assess and review the progress of all pupils to ensure they are making the best possible progress and receiving the support they need.

Teachers are responsible for the progress and development of every pupil in their class, including those receiving additional SEND support. Progress is monitored through high-quality classroom assessment, ongoing observations and regular discussions with pupils, parents and carers.

Where a pupil is receiving SEND Support, we follow the **Assess, Plan, Do, Review (APDR)** graduated approach. This enables us to evaluate the impact of the support provided and make changes where necessary to ensure provision continues to meet the pupil's individual needs.

Progress may be reviewed using a range of information, including:

- Ongoing classroom assessment and observations.
- Progress and attainment data.
- Pupil voice.
- Feedback from parents and carers.
- Reviews of SEND Support Plans and agreed outcomes.
- Progress towards Education, Health and Care Plan (EHCP) outcomes, where applicable.
- Advice and recommendations from external professionals, where appropriate.

Formal review meetings take place regularly throughout the year, providing opportunities for parents and carers to discuss their child's progress, celebrate achievements and agree next steps. Pupils with an Education, Health and Care Plan (EHCP) also have an **Annual Review**, which brings together parents, school staff and external professionals to review progress and plan future provision.

We recognise that every child's journey is different. Support is continually adapted in response to each pupil's changing strengths and needs to ensure they are able to make meaningful progress and participate fully in school life.

How does Clifton Primary School support children when they join our school?

Helping every child settle, feel confident and get off to the best possible start.

We recognise that starting a new school is an important milestone for every child and their family. We work closely with parents, carers, previous settings and external professionals to ensure that each child experiences a positive and successful transition into Clifton Primary School.

Before a child joins our school, we may:

- Liaise with nurseries, previous schools and other educational settings.
- Meet with parents and carers to discuss their child's strengths, interests and any additional needs.
- Visit children in their current setting or invite them to visit Clifton Primary School, where appropriate.
- Carry out home visits, where appropriate, to support transition and develop positive relationships with families.
- Review information from previous settings, including SEND records, reports from external professionals and Education, Health and Care Plans (EHCPs), where applicable.
- Plan any reasonable adjustments or additional support required before the child starts school.

Where a child has identified SEND or additional needs, the SENDCo works closely with parents, carers and relevant professionals to ensure that appropriate support and provision are in place from the beginning.

During the first few weeks, staff carefully monitor how children settle into school, build positive relationships and adjust support where necessary to ensure every child feels safe, included and ready to learn.

We understand that every child is different, and transition arrangements are tailored to meet individual needs wherever appropriate.

How do governors make sure pupils' needs are met?

Providing strategic leadership and accountability for SEND.

The Governing Body plays an important role in ensuring that Clifton Primary School provides high-quality education and support for all pupils, including those with Special Educational Needs and Disabilities (SEND).

Governors work closely with the Headteacher and SENDCo to ensure that the school meets its statutory responsibilities and continues to develop effective, inclusive practice.

The Governing Body is responsible for:

- Ensuring the school complies with the requirements of the SEND Code of Practice: 0 to 25 years (2015) and relevant legislation.
- Monitoring the quality and effectiveness of the school's SEND provision.
- Ensuring appropriate policies are in place and reviewed regularly.
- Receiving updates on the progress and outcomes of pupils with SEND.
- Monitoring how SEND funding and resources are used to support pupils.
- Supporting and challenging school leaders to continually improve outcomes for pupils with SEND.

The school also has a **designated SEND Governor**, who works with the Headteacher and SENDCo to gain an understanding of the school's SEND provision and how it is meeting the needs of pupils.

Governors regularly visit the school, receive reports from senior leaders and monitor the impact of SEND provision as part of their wider responsibility for school improvement.

How does Clifton Primary School support children when they move to another school?

Helping every child move on with confidence.

We recognise that moving to a new school is an important step in a child's educational journey. We work closely with pupils, parents, carers and the receiving school to ensure that transitions are carefully planned and that information is shared to support a successful move.

When a pupil transfers to another school, we will:

- Share relevant educational records with the receiving school.
- Pass on SEND records, SEND Support Plans, Education, Health and Care Plans (EHCPs) and reports from external professionals, where appropriate.
- Liaise with the receiving school's SENDCo or other relevant staff to ensure they have a clear understanding of the pupil's strengths, needs and the support that has been successful.
- Work with parents and carers to ensure they are fully informed and supported throughout the transition process.

Where additional support is required, we may also:

- Develop an individual transition plan.
- Arrange additional visits to the new school.
- Prepare transition resources, such as social stories, photographs or visual timetables, to help familiarise the pupil with their new environment.
- Invite staff from the receiving school to attend review meetings or Education, Health and Care Plan (EHCP) Annual Reviews, where appropriate.

Our aim is to ensure that every child feels confident, prepared and well supported as they move on to the next stage of their education.

How does Clifton Primary School support children when they move between classes or phases of education?

Ensuring smooth transitions at every stage of a child's journey.

At Clifton Primary School, we recognise that moving to a new class or phase of education can be an exciting but sometimes challenging experience, particularly for pupils with SEND. We carefully plan transitions to ensure that children feel confident, supported and ready for the next stage of their learning.

Transition arrangements may include:

- Meetings between current and receiving teachers to share detailed information about each pupil's strengths, needs and successful strategies.
- Opportunities for pupils to visit their new classroom and meet their new teacher before the end of the school year.
- Additional transition visits or personalised transition programmes for pupils who may benefit from extra support.
- Transition resources, such as social stories, visual timetables or photographs, where appropriate.
- Meetings involving parents, carers and external professionals, where additional planning is required.
- Careful sharing of SEND records, support plans, provision maps and Education, Health and Care Plans (EHCPs), where applicable.

For pupils moving from one key stage to another or transferring to secondary school, we work closely with receiving schools to ensure that appropriate information is shared and that transition arrangements meet each pupil's individual needs.

Our aim is to ensure that every child experiences a positive transition and continues to feel safe, supported and ready to learn.

How is the curriculum adapted to meet the needs of pupils with SEND?

Providing an ambitious curriculum that is accessible to every learner.

At Clifton Primary School, we are committed to providing a broad, balanced and ambitious curriculum that enables every pupil to achieve their full potential. We believe that pupils with SEND should have access to the same high-quality curriculum as their peers, with appropriate adaptations and support to enable them to succeed.

High-quality adaptive teaching is the foundation of our approach. Teachers use their professional knowledge of each pupil to adapt teaching, learning activities and resources so that all children can access the curriculum and make meaningful progress.

Adaptations may include:

- Breaking learning into smaller, manageable steps.
- Providing visual supports, modelling and worked examples.
- Pre-teaching and revisiting key vocabulary and concepts.
- Using scaffolded resources and sentence stems.
- Providing concrete and practical resources where appropriate.
- Adjusting the pace or level of challenge to meet individual needs.

- Using assistive technology and adapted resources to improve access to learning.
- Offering additional opportunities for practice, consolidation and overlearning.
- Making reasonable adjustments to enable pupils to participate fully in all aspects of school life.

Where appropriate, pupils may also receive targeted interventions or additional support to complement high-quality classroom teaching. These interventions are carefully planned, monitored and reviewed to ensure they have a positive impact on learning and help pupils achieve their individual outcomes.

Our aim is to remove barriers to learning while maintaining high expectations for every pupil, enabling all children to participate fully in school life and experience success.

How is the curriculum made accessible for pupils with SEND?

Removing barriers so every child can access learning.

At Clifton Primary School, we are committed to providing a broad, balanced and ambitious curriculum that is accessible to all pupils. We believe that every child should have the opportunity to participate fully in learning and achieve their potential alongside their peers.

To ensure the curriculum is accessible, we make reasonable adjustments based on individual need. These may include:

- Adapting learning resources and teaching materials.
- Using visual supports, symbols and communication aids.
- Providing assistive technology where appropriate.
- Making adaptations to the classroom environment.
- Using specialist equipment or resources.
- Offering alternative ways for pupils to record or demonstrate their learning.
- Making reasonable adjustments to educational visits, enrichment activities and extracurricular opportunities.

Accessibility is continually reviewed to ensure pupils are able to participate fully in all aspects of school life while maintaining high aspirations and expectations for every learner.

What approach is used to teach pupils with SEND at Clifton Primary School?

High-quality adaptive teaching at the heart of inclusive practice.

At Clifton Primary School, we believe that high-quality adaptive teaching is the most effective way to meet the needs of pupils with SEND. Every teacher is a teacher of every child and is responsible for ensuring that learning is appropriately adapted to enable all pupils to succeed.

Teachers use their knowledge of each pupil's strengths, needs and learning preferences to plan lessons that are inclusive, engaging and appropriately challenging.

Adaptive teaching may include:

- Breaking learning into smaller, manageable steps.
- Scaffolded learning and worked examples.
- Visual supports and modelling.
- Vocabulary pre-teaching and retrieval practice.
- Flexible grouping.
- Concrete and practical resources.
- Sentence stems and structured talk opportunities.
- Opportunities for overlearning and repetition.
- Regular checking of understanding.
- Appropriate use of assistive technology.

Where appropriate, targeted interventions and additional support complement high-quality classroom teaching. These are carefully planned, monitored and reviewed to ensure they have a positive impact on pupils' learning and wellbeing.

Our aim is to remove barriers to learning while maintaining high expectations for every pupil, enabling all children to access an ambitious curriculum, make meaningful progress and experience success.

How does Clifton Primary School support parents and carers with their child's learning?

Working together to help every child achieve their full potential.

At Clifton Primary School, we recognise that parents and carers play a vital role in their child's education. We are committed to working in partnership with families and providing the information, guidance and support needed to help children succeed both at school and at home.

We support parents and carers by:

- Sharing information about their child's progress, strengths and next steps.
- Providing practical advice and strategies to support learning at home.
- Meeting regularly with parents and carers to discuss their child's individual needs and the support being provided.
- Sharing recommendations from external professionals, where appropriate, and discussing how these can be implemented consistently at home and at school.
- Signposting families to additional services, workshops or sources of advice where appropriate.

Where appropriate, parents and carers may also be invited to attend meetings with external professionals or participate in training that helps them better understand and support their child's individual needs.

We encourage parents and carers to contact the school whenever they have questions or concerns. By working together, we can provide consistent support and help every child to achieve the best possible outcomes.

What extra-curricular activities are available for pupils with SEND?

Ensuring every child has the opportunity to participate, belong and succeed.

At Clifton Primary School, we believe that learning extends beyond the classroom and that all pupils should have the opportunity to participate in the wider life of the school. We are committed to ensuring that pupils with SEND have equal access to extracurricular activities, clubs and enrichment opportunities wherever possible.

We offer a wide range of extracurricular activities throughout the year, which may include:

- Sports clubs.
- Music and performing arts activities.
- Creative and arts-based clubs.
- Homework and curriculum enrichment clubs.
- Special events and themed activities.

We work closely with pupils, parents and carers to identify and remove any barriers that may prevent participation. Where appropriate, reasonable adjustments are made to ensure activities are accessible and enjoyable for all pupils.

These adjustments may include:

- Adapting activities or resources.
- Providing additional adult support where appropriate.
- Using specialist equipment or assistive technology.
- Making reasonable adjustments to the environment or organisation of activities.

Our aim is to ensure that every child has the opportunity to develop new interests, build friendships, develop confidence and enjoy the full range of experiences that school life has to offer.

How are pupils with SEND included in educational visits and other activities outside the classroom?

Making every experience accessible, inclusive and enjoyable.

At Clifton Primary School, we believe that all pupils should have the opportunity to participate fully in educational visits, residential trips and enrichment activities. We are committed to ensuring that pupils with SEND are included in these experiences wherever possible.

Before any educational visit or activity takes place, staff carefully consider the needs of individual pupils and plan appropriate support to enable them to participate safely and successfully.

This may include:

- Carrying out individual risk assessments where appropriate.
- Making reasonable adjustments to activities, resources or the environment.
- Providing additional adult support where required.
- Liaising with parents, carers and external professionals to plan appropriate support.
- Ensuring that any medical, dietary or personal care needs are fully considered.
- Using specialist equipment or assistive technology where appropriate.

Where necessary, staff will work with families to agree any additional arrangements required to ensure that pupils can participate confidently and safely.

We believe that educational visits and enrichment opportunities play an important role in developing confidence, independence, social skills and cultural understanding. Our aim is to remove barriers so that every child can enjoy these experiences alongside their peers.

What training do staff receive to support pupils with SEND?

Developing the knowledge and skills to meet the needs of every child.

At Clifton Primary School, we are committed to ensuring that all staff have the knowledge, skills and confidence to meet the needs of pupils with Special Educational Needs and Disabilities (SEND).

Professional development is an important part of our inclusive approach. Staff receive regular training and guidance to ensure they are able to provide high-quality adaptive teaching and effective support for pupils with a wide range of needs.

Training may include:

- The SEND Code of Practice: 0 to 25 years (2015).
- High-quality adaptive teaching and inclusive classroom practice.
- The graduated approach (Assess, Plan, Do, Review).
- Speech, language and communication strategies.
- Autism and neurodiversity awareness.
- Social, emotional and mental health (SEMH).
- Behaviour support and emotional regulation.
- Supporting pupils with medical conditions.
- Safeguarding and child protection.
- Use of assistive technology and specialist resources.

Where appropriate, staff also receive advice, coaching and training from external professionals, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists and other specialist services.

The SENDCo supports staff through regular advice, guidance and professional development, ensuring that practice remains current, evidence-informed and responsive to the changing needs of pupils.

Where a pupil has a specific or complex need, additional bespoke training may be arranged to ensure staff are fully equipped to provide safe, effective and personalised support.

What external agencies and specialist services can Clifton Primary School work with?

Working collaboratively with specialists to provide the best possible support.

At Clifton Primary School, we recognise that some pupils benefit from additional advice and support from external professionals. Where appropriate, we work in partnership with parents, carers and a range of specialist services to ensure that pupils receive the most effective support to meet their individual needs.

External agencies may provide:

- Specialist assessments.
- Advice for school staff and families.
- Recommendations for teaching strategies and reasonable adjustments.
- Training and support for school staff.
- Direct work with pupils, where appropriate.

Depending on a pupil's individual needs, the school may work with services such as:

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Educational Psychology
- School Nursing Service
- Child and Adolescent Mental Health Services (CAMHS)
- Primary Behaviour Support Services
- Social Care Services
- Outreach services from specialist provisions
- Other health, education or support services, where appropriate

Some services can be accessed directly by the school, while others require a referral through a GP, paediatrician or the Local Authority.

The SENDCo works closely with external professionals to ensure that advice and recommendations are shared with staff, implemented within school and reviewed regularly to monitor their impact on pupils' progress and wellbeing.

We are committed to working collaboratively with external agencies to ensure that pupils and their families receive timely, coordinated and personalised support.

How is specialist expertise secured and funded?

Accessing the right expertise to meet individual needs.

At Clifton Primary School, we are committed to ensuring that pupils have access to the specialist support and expertise they need to achieve the best possible outcomes.

The school uses its delegated SEND funding to provide a range of support, including:

- High-quality adaptive teaching.
- Additional staffing to support pupils where appropriate.
- Specialist resources and equipment.
- Assistive technology.
- Staff training and professional development.
- Advice and support from external professionals.

Where a pupil requires provision that is additional to or different from that which the school can reasonably provide through its delegated resources, we may work in partnership with parents and carers to submit an **Ealing Request for Statutory Assessment (ERSA)**.

If an **Education, Health and Care Plan (EHCP)** is issued, any additional funding allocated by the Local Authority is used to deliver the provision identified within the plan. This may include additional staffing, specialist equipment, therapeutic support or other personalised provision to meet the pupil's individual needs.

We regularly review the impact of all provision to ensure that resources are used effectively and continue to meet the changing needs of our pupils.

How does the school involve external agencies and Local Authority services?

Working together to provide the right support at the right time.

At Clifton Primary School, we recognise that some pupils benefit from the involvement of external agencies and specialist services. We work collaboratively with these professionals to ensure that pupils receive coordinated, personalised support that meets their individual needs.

External agencies are involved where additional advice, assessment or specialist support is required. This may happen following discussions with parents and carers, the class teacher and the SENDCo, and only when it is considered to be in the best interests of the child.

Depending on a pupil's individual needs, external professionals may:

- Observe the pupil within the school environment.
- Carry out specialist assessments.
- Provide advice and recommendations for staff and families.
- Suggest strategies, resources or reasonable adjustments to support learning.
- Deliver direct work with pupils, where appropriate.
- Contribute to SEND review meetings and Education, Health and Care Plan (EHCP) Annual Reviews.

The SENDCo works closely with all professionals involved to ensure that advice is shared with staff, implemented effectively and reviewed regularly. Parents and carers are kept fully informed throughout the process and are encouraged to contribute to discussions and decisions regarding their child's support.

Where appropriate, the school also works in partnership with the Local Authority to request additional support or to submit an **Ealing Request for Statutory Assessment (ERSA)** where a pupil's needs are significant and require consideration for an Education, Health and Care Plan (EHCP).

We believe that strong partnerships between school, families and external professionals enable us to provide the most effective support and achieve the best possible outcomes for every child.

How does Clifton Primary School support pupils' social, emotional and mental wellbeing?

Helping every child feel safe, valued and ready to learn.

At Clifton Primary School, we recognise that positive emotional wellbeing is fundamental to successful learning. We are committed to creating a nurturing, inclusive environment where every child feels safe, respected and supported to develop the confidence, resilience and emotional skills they need to thrive.

We promote positive mental health and emotional wellbeing through our whole-school approach, which includes:

- Positive relationships with trusted adults.
- High expectations within a calm, supportive and inclusive environment.
- A consistent approach to behaviour that promotes understanding, regulation and positive choices.
- Teaching pupils to recognise, understand and manage their emotions through the **Zones of Regulation**.
- Opportunities for pupils to reflect on their feelings, develop self-regulation strategies and build resilience.
- PSHE lessons that promote emotional wellbeing, healthy relationships and personal development.
- Assemblies and whole-school initiatives that encourage kindness, inclusion and respect for others.

Where additional support is required, pupils may receive personalised pastoral support or targeted interventions, which may include:

- Small group or individual emotional wellbeing support.
- Social skills development.
- Emotional regulation strategies.
- Access to therapeutic support or counselling services, where appropriate.
- Advice and support from external professionals.

We work closely with parents, carers and external agencies to ensure that support is coordinated and responsive to each child's individual needs. Where appropriate, personalised plans and strategies are developed to help pupils feel safe, confident and ready to learn.

Our aim is to ensure that every child develops the emotional wellbeing, confidence and resilience needed to participate fully in school life and achieve their full potential.

How effective is the SEND provision at Clifton Primary School?

Continually reviewing, evaluating and improving our provision.

At Clifton Primary School, we are committed to continually evaluating and improving the quality of our SEND provision to ensure that every pupil receives the support they need to achieve the best possible outcomes.

We regularly monitor the effectiveness of our provision through a range of quality assurance activities, including:

- Ongoing assessment of pupils' progress and attainment.
- Reviews of SEND Support Plans and Education, Health and Care Plan (EHCP) outcomes.
- Lesson observations, learning walks and work scrutiny.
- Monitoring the quality of high-quality adaptive teaching.
- Pupil voice and feedback.
- Parent and carer feedback.
- Reviews of interventions and targeted support.
- Advice and feedback from external professionals.
- Monitoring attendance, wellbeing and engagement.
- Regular discussions between the Headteacher, SENDCo, teachers and support staff.

The Governing Body also receives regular updates on the effectiveness of SEND provision and monitors how resources are used to support pupils with SEND.

The information gathered helps us to celebrate success, identify areas for development and continually improve our inclusive practice so that every child is able to thrive academically, socially and emotionally.

What does Clifton Primary School do about SEND-related bullying?

Creating a safe, respectful and inclusive environment for every child.

At Clifton Primary School, we believe that every child has the right to feel safe, valued and respected. We are committed to promoting a culture of kindness, inclusion and acceptance, where differences are celebrated and bullying of any kind is not tolerated.

We recognise that pupils with SEND can be more vulnerable to bullying. Staff are vigilant in identifying any concerns and take all reports of bullying seriously.

To help prevent SEND-related bullying, we:

- Promote respect, empathy and inclusion through our curriculum, assemblies and wider school life.
- Teach pupils about diversity, equality and the importance of valuing individual differences.
- Develop pupils' emotional awareness and self-regulation through the **Zones of Regulation** and PSHE curriculum.
- Encourage pupils to speak to a trusted adult if they have any worries or concerns.
- Monitor pupils' wellbeing and relationships to identify concerns at an early stage.
- Respond promptly and appropriately to any incidents of bullying in line with the school's Behaviour Policy and Anti-Bullying procedures.

Where bullying is identified, we work closely with pupils, parents, carers and, where appropriate, external agencies to ensure that concerns are addressed quickly and that appropriate support is provided for all children involved.

Our aim is to create a school community where every child feels safe, included and able to thrive.

What arrangements are made for supporting children with SEND who are looked after?

Working together to provide personalised support.

Clifton Primary School is committed to ensuring that children who are looked after and have SEND receive the support they need to achieve the best possible outcomes.

We recognise that these pupils may have a range of educational, social, emotional and wellbeing needs. Staff work closely with parents, carers, social workers, the Virtual School, external professionals and other agencies to ensure that support is well coordinated and responsive to each child's individual circumstances.

Support may include:

- High-quality adaptive teaching and personalised provision.
- Regular monitoring of progress, attendance and wellbeing.
- Close liaison between the class teacher, SENDCo, Designated Teacher for Looked After Children and other professionals.
- Individual planning and review meetings.
- Support with transition between classes, schools and educational phases.
- Access to specialist services and external agencies where appropriate.

We are committed to working collaboratively with everyone involved in the child's care to provide a stable, nurturing and inclusive learning environment where they can feel safe, valued and successful.

What are the procedures for handling complaints about the provision at Clifton Primary School?

Listening, working together and resolving concerns positively.

At Clifton Primary School, we value positive and open communication with parents and carers and believe that concerns are best resolved through early discussion and partnership working.

If you have any questions or concerns regarding your child's Special Educational Needs and Disabilities (SEND) provision, we encourage you to speak to us as soon as possible. In most cases, concerns can be resolved quickly by discussing them with your child's **class teacher**, who will work with you and, where appropriate, the **SENDCo** to identify an appropriate solution.

If your concern cannot be resolved at this stage, you should contact the following members of staff in the order below:

1. **Special Educational Needs Coordinator (SENDCo)**
2. **Headteacher**
3. **Chair of Governors**

We are committed to listening carefully to concerns, investigating them fairly and working collaboratively with families to reach a positive resolution wherever possible.

If, after following these steps, you remain dissatisfied, you have the right to make a formal complaint in accordance with the school's **Complaints Policy**, which outlines the school's complaints procedure in full.

We value the feedback of parents and carers and view concerns and complaints as an opportunity to reflect on and continually improve the quality of our provision and support for all pupils.

Ealing Local Offer

Helping families access information, advice and support.

The **Ealing Local Offer** provides information about the services, support and opportunities available for children and young people aged **0–25 years** with Special Educational Needs and Disabilities (SEND), and their families.

The Local Offer was introduced as part of the **Children and Families Act 2014** to make it easier for families to understand what support is available and how to access it. It brings together information about education, health and social care services in one place, helping families to make informed decisions and understand the support available to them.

The Local Offer includes information about:

- Education, health and social care services.
- Education, Health and Care Plans (EHCPs).
- Early years settings, schools and post-16 education.
- Therapies and specialist support services.
- Leisure activities, short breaks and community groups.
- Support, advice and guidance for parents and carers.
- Preparing for adulthood and independent living.

The Ealing Local Offer is designed for:

- Children and young people aged 0–25 years with SEND.
- Parents, carers and families.
- Practitioners and professionals working with children and young people.

The Local Offer helps families to:

- Find information about local services and support.
- Understand how services can be accessed.
- Learn about eligibility and decision-making processes.
- Identify the most appropriate support for their child's individual needs.

Further information about the **Ealing Local Offer** can be found on the Ealing Council website. You can also visit the SEND section of the Clifton Primary School website or speak to our **SENDCo**, who will be happy to provide advice, guidance and signpost you to appropriate services and support.

Key Contacts

We're here to help

If you have any questions about SEND provision, please don't hesitate to contact us. We're always happy to help.

Role	Contact
SENDCo	Miss Baljinder Barum
Headteacher	Mrs Lori Greenglass
Deputy Headteacher / DSL	Miss Serina Dhaliwal
School Office	02085745712
School Email	admin@cliftonprimary.ealing.sch.uk
School Website	https://www.cliftonprimaryschool.com/
Ealing Local Offer	https://www.ealingfamiliesdirectory.org.uk/send-home